

Building and Safeguarding Your School's LGBTQ+ Collection

This infographic highlights the resources, inspiration, statistics, and easy-to-use ideas contained in *Defending Intellectual Freedom: LGBTQ+ Materials in School Libraries*, a resource guide developed by the 2018 ALA Emerging Leaders team sponsored by AASL, using the National School Library Standards as a lens to support LGBTQ-inclusive library collections, instruction, and spaces.



The percentage of students with access to inclusive library resources continues to grow each year. Still, less than half of LGBT high school and 20% of LGBT middle school students report having **access to LGBTQ-related library materials** at school. (GLSEN Tools for Librarians 2017)

Reported having access:
● LGBTQ+ High School Students
● LGBTQ+ Middle School Students

➤ **CREATE** a KWL chart to explore your learning and inquiries as you begin to think about LGBTQ+ materials and intellectual freedom.

Roughly **8% of all high school students in the U.S. identify as lesbian, gay, or bisexual**, which means your library should ideally already be a welcoming place for LGBTQ+ students. (CDC Youth Risk Behavior Survey 2016)

you're not alone

➤ **READ** "How to become an LGBTQ+ ally" from AASL's *Knowledge Quest* website (Gaffney 2017)
CREATE a list of allies in your school and community and share that list with other educators.
ASK "Is my library a welcoming space for all students?"



COMMUNITY

A hostile school climate affects students' academic success and mental health.

LGBTQ+ students who experience victimization and discrimination at school have worse educational outcomes and poorer psychological well-being. (GLSEN 2015 Climate Survey)

➤ **ASSESS** your school climate with Teaching Tolerance's *School Climate Questionnaire*.
START a gay-straight alliance (GSA) at your school. GSA Network and GLSEN can help!
COLLABORATE with administration to identify inclusive PD activities.



40.4% vs. 62.6%

LGBTQ+ students in schools with an LGBTQ-inclusive curriculum were **less likely to feel unsafe** because of their sexual orientation. (GLSEN 2015 Climate Survey)



“When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part. (Bishop 1990)

19% of school libraries **DO NOT** have a **challenge policy**. (LaRue 2016)



➤ **READ**

- *Be Prepared with a Challenged Materials Policy* from PLA
- *ALA's Sample Request for Reconsideration of Library Resources*
- *ALA's Challenge Support*



In 2013, LGBTQ+ materials accounted for an average of **only 0.4% of school library collections**, despite research that suggests that **as many as 3-29% of students may identify as LGBTQ+**. (Hughes-Hassell 2013, 1; Horton 2017, 20)

“Providing equitable access to information means our LGBTQ students should see themselves reflected in the library collection, and that **all students who visit the library see an accurate representation of the diversity in the world**. (Gartley 2015)



To access the complete resource guide *Defending Intellectual Freedom: LGBTQ+ Materials in School Libraries*, visit www.ala.org/aasl/advocacy/tools/toolkits.